Merchantville Board of Education 130 South Centre Street Merchantville, NJ 08109	File Code : 4131/4131.1 Adopted : 09/27/1988 Revised : 10/25/2016 Reviewed : 05/06/2024

Staff Development: In-service Education/Visitations/Conferences

The board of education recognizes its legal obligation to provide inservice activities that are aligned with student learning and educator development needs, and school, district, and/or State improvement goals. It is the board's priority that continuing education for teaching staff focus on the improvement of teachers' and school leaders' effectiveness in assisting students in the achievement of the New Jersey Student Learning Standards.

The chief school administrator shall develop a comprehensive management system for staff professional improvement and shall assist staff members in the area of professional improvement by providing relevant information regarding workshops, professional meetings and course offerings. Professional learning shall incorporate coherent, sustained, and evidence-based strategies that improve educator effectiveness and student achievement, including job-embedded coaching or other forms of assistance to support educators' transfer of new knowledge and skills to their work.

District-Level Professional Development Plans

The chief school administrator or his or her designee shall oversee the development and implementation of a plan to address districts' professional development needs. The school district professional development plan shall be reviewed on an annual basis to assess its effectiveness and revise it, as necessary, to meet the school district's learning goals for students, teachers, and school leaders. When overseeing and annually reviewing the school district plan, the chief school administrator or designee shall:

A. Review school-level professional development plans;

B. Assess the learning needs of students, teachers, and school leaders based on educator evaluation data, school-level plans, and data from school- and district-level performances;

C. Plan, support, and implement professional learning that addresses the New Jersey Student Learning Standards, and that align with the standards for professional learning in N.J.A.C. 6A:9C-3.3 and the Professional Standards for Teachers and the Professional Standards for School Leaders in N.J.A.C. 6A:9-3;

D. Develop and update, as necessary, the district mentoring plan for nontenured teachers, including novice provisional teachers who hold a certificate of eligibility (CE) or a certificate of eligibility with advanced standing (CEAS);

E. Present the plan to the district board of education to review for fiscal impact; and

F. Certify annually to the New Jersey Department of Education, through a statement of assurance, that the school district is meeting the requirements for the school district plan and that it includes requirements of the district mentoring plan.

School districts sending to the same middle and/or high school may form a regional consortium to develop one districtwide plan based on the sending schools' plans.

School-Level Professional Development Plans

The principal shall oversee the development and implementation of a plan for school-level professional development that shall ensure:

A. The school level plan includes:

1. A description of school-level and team-based professional learning aligned with identified school goals; and

2. Teacher and student learning needs; and

B. All teachers receive the necessary opportunities, support, and resources to complete individual professional development requirements ofN.J.A.C. 6A:9C-4.4(s) that at least 20 hours per year of qualifying professional development experiences are provided. The 20-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.

Professional Development for School Leaders

“School leader” means an administrator whose position requires possession of a school administrator, principal, or supervisor endorsement.

All active school leaders serving on a permanent or interim basis shall complete training on issues of school law, ethics, governance, and harassment, intimidation and bullying (N.J.S.A. 18A:26-8.2); and other statutory requirements related to student safety and well-being. To meet this ongoing requirement, the specific training needs of each school leader will be reviewed annually as part of the professional development planning process.

A. School Leaders

Each school leader shall create, implement, and complete an individual professional development plan (PDP) that:

1. Aligns with the Professional Standards for School Leaders (N.J.A.C. 6A:9-3.4) and the Standards for Professional Learning;

2. Derives from the results of observations, evidence, and recommendations included in the annual performance evaluation of the chief school administrator, principals, or supervisors;

3. Identifies professional goals that address specific individual, school, or district goals; and

4. Grounds professional development activities in objectives related to improving teaching, learning, and student achievement, and in support of the school and/or district professional development plan.

5. Includes training on: school law, ethics, and governance pursuant to N.J.S.A. 18A:26-8.2; and other statutory requirements related to student safety, bullying and harassment, and well-being.

B. Professional Development for the Chief School Administrator

Each chief school administrator shall develop an individual PDP for review by his or her district board of education. In developing the individual PDP, the following process shall be followed:

1. Each district board of education shall review each chief school administrator's individual PDP, including the individual training needs and shall ensure the individual PDP aligns to school district goals and to the school district's plan for professional development;

2. The chief school administrator shall submit annually to the board evidence of progress toward completion of the individual PDP. The chief school administrator also shall submit every three to five years, depending on the length of his or her contract with the board, summative evidence of plan completion;

3. The chief school administrator may appeal to the executive county superintendent if he or she disagrees with the district board of education regarding PDP contents or progress toward completion. The executive county superintendent shall have final decision-making authority on all such matters.

C. Professional Development for School Leaders

Leaders whose positions require a principal or supervisor endorsement, or whose positions require a chief school administrator endorsement but who do not serve as a chief school administrator of the district, shall develop an individual PDP in collaboration with the chief school administrator or designee. Leaders shall provide evidence of progress toward fulfillment of his or her plan. The chief school administrator or designee shall:

1. Review each principal's, supervisor's, or other school leader's individual PDP, including individual training needs and shall ensure it aligns to school and school district goals and the school district's plan for professional development;

2. Meet with the principal, supervisor, or other school leader at mid-year to assess progress toward his or her PDP's completion or modification; and

3. Review the individual PDP's status as part of the principal's, supervisor's, or other school leader's annual performance evaluation.

D. Evidence of Progress and Maintaining Record

The school leader's designated supervisor, or the board in the case of the chief school administrator, shall:

1. Use the performance evaluation process and professional development planning process to monitor the school leader's progress in meeting the professional development requirements. If a school leader's progress is found to be inadequate, the school leader's designated supervisor or the board in the case of the chief school administrator shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and

2. Maintain accurate records of each school leader's progress in meeting the individual professional development requirements. Such records shall include a copy of each school leader's current PDP and timeline, as well as any documentation and evidence showing the school leader's progress toward meeting the plan's requirements.

E. If a school leader leaves the employ of one New Jersey school district and is hired by another, the school leader's designated supervisor, or the board in the case of the chief school administrator, shall ensure a revised individual PDP appropriate to the new assignment is developed in collaboration with the school leader.

Professional Development for Teachers

Each teacher shall be guided by an individualized professional development plan (PDP), which shall include at least 20 hours per year of qualifying activities. The 20-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave.

The content of each PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. 6A:9-3 and the Standards for Professional Learning in N.J.A.C. 6A:9C-3.3. The individual PDP shall be effective for one year and shall specify, at a minimum:

A. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation;

B. One area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals.

Progress on the individual PDP shall be discussed at the annual summary conference as detailed in board policy 4116 Evaluation of Teaching Staff Members and law (N.J.A.C. 6A:10-2.4). Evidence of progress toward meeting the requirements of the teacher's individual PDP may be provided by the teacher and/or his or her supervisor, and shall be reviewed as part of each annual summary conference.

All teachers governed by the professional development requirements shall have an individual PDP within 30 instructional days of the beginning of their respective teaching assignments. A teacher's individual PDP goals may necessitate more than the recommended minimum requirements of 20 hours of professional development annually. Additional hours of qualifying experiences may be required for teachers in low-performing school(s), as determined by the Commissioner.

A teacher's individual PDP goals may necessitate more than the recommended minimum requirements. The PDP shall accommodate additional professional development as necessary. Additional hours of qualifying activities may be required for teachers placed on a corrective action plan or teachers in low-performing school(s), as determined by the commissioner.

The board of education shall ensure that all teachers receive the necessary opportunities, support, and resources to engage in ongoing professional learning and to complete the requirements of their respective PDPs.

Supervisor Responsibilities in the Development of Profession Development Plans (PDP)

The teacher's designated supervisor shall:

A. Use the teacher performance evaluation process and the professional development planning process to monitor each teacher's progress in meeting the professional development requirements. The designated supervisor shall take appropriate steps to assure such progress. If a teacher's progress is found to be inadequate, the teacher's designated supervisor shall take appropriate remedial action by applying sound and accepted principles of progressive supervision and other appropriate means; and

B. Maintain accurate records of each teacher's progress in meeting the individual professional development requirements. Such records shall include a copy of each teacher's current PDP and timeline, as well as any documentation and evidence showing the teacher's progress toward meeting the plan's requirements.

If a teacher leaves the employ of one New Jersey school district and is hired by another, the former district of employment shall share the teacher's individual PDP and all supporting documentation with the new employing school district. If the current individual PDP is found to be unsuitable to the teacher's new assignment, the new employing school district shall ensure a revised individual PDP and timeline is created within 30 days of hire by the employee's new supervisor in collaboration with the new teacher.

Achievement Gap and Inequity

The board shall on a continuing basis, provide professional development training for all school personnel (certified and noncertified) to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of protected status.Parents/guardians and other community members shall be invited to participate in the professional development training. Newly hired certified and noncertified staff shall be provided professional development training on educational equity issues within the first year of employment.

Mandated Inservice Programs

The chief school administrator shall arrange development of appropriate inservice presentations, seminars and/or workshops on equity issues, special education, child abuse and neglect, drug/alcohol abuse awareness, handling blood and body fluids, possible hazardous substances in the workplace, crises response, school violence and other topics specifically required by federal or New Jersey law. These required presentations, seminars and/or

workshops shall not count automatically toward the required 20 hours of continuing education annually.

Key Words

Staff Development, Professional In-service, Visitations, Conferences, Continuing Education

Legal References:

N.J.S.A. 18A 6-111: Findings, declarations relative to instruction in suicide prevention in public schools.
N.J.S.A. 18A 6-112: Instruction in suicide prevention for public school teaching staff.
N.J.S.A. 18A 6-117 et seq: Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) Act.
N.J.S.A. 18A 6-128: Ongoing professional development
N.J.S.A. 18A 6-130: Professional development opportunities related to reading disabilities
N.J.S.A. 18A 7A-11: Reports by school districts, commissioner; interim review.
N.J.S.A. 18A 17-46: Reporting of certain acts by school employee; report; public hearing
N.J.S.A. 18A 26-8.2: "School leader" defined; training as part of professional development
N.J.S.A. 18A 27-4 Power of boards of education to make rules governing employment of teacher, etc.; employment thereunder
N.J.S.A. 18A 30-7: Power of boards of education to pay salaries
N.J.S.A. 18A 31-2: Attendance at conventions of New Jersey Education Association
N.J.S.A. 18A 37-17 Establishment of bullying prevention programs or approaches
N.J.S.A. 18A 37-21: School safety teams
N.J.S.A. 18A 40A-3: Initial inservice training programs; curriculum; availability
N.J.S.A. 18A 40A-18: Employment of student assistance coordinators in certain school districts
N.J.S.A. 34 5A-10: Retention of workplace surveys
N.J.S.A. 34 5A-13: Employee education, training program; certification of instructors
N.J.A.C. 6A 9C-1.1 Scope
N.J.A.C. 6A 9C-4.1 General provisions
N.J.A.C. 6A 9C-4.4 Requirements for and implementation of teachers' individual professional development plans
N.J.A.C. 6A 10-2.4 Evaluation procedures for all teaching staff
N.J.A.C. 6A 10-2.5 Corrective action plans for all teaching staff
N.J.A.C. 6A 10-4.1 Components of teacher evaluation rubric
N.J.A.C. 6A 14-1.2 District eligibility for assistance under IDEA Part B
N.J.A.C. 6A 15-1.8 Inservice training
N.J.A.C. 6A 16-10.1 Home or out-of-school instruction due to a temporary or chronic health condition
N.J.A.C. 6A 16-1.1 et seq Purpose
N.J.A.C. 6A 16-3.1 Establishment of comprehensive alcohol, tobacco, and other drug abuse programs
N.J.A.C. 6A 16-5.1 School safety and security plans

N.J.A.C. 6A 16-6.2 Development and implementation of policies and procedures
N.J.A.C. 6A 16-7.7 Harassment, intimidation, and bullying
N.J.A.C. 6A 16-11.1 Adoption of policies and procedures
N.J.A.C. 6A 30-1.1 Purpose and scope
N.J.A.C. 6A 32-4.1 Employment of teaching staff
20 U.S.C. 6301 et seq Every Student Succeeds Act (Formerly NCLB)

Cross References

4115 - Sample Policy: Supervision
4116 - Sample Policy: Evaluation of Teaching Staff Members
4231/4231.1 - Legal References: Staff Development, Inservice Education, Visitation, Conferences
5131.6 - Sample Policy: Drugs, Alcohol, Tobacco
5141 - Sample Policy: Health
5141. 4 - Sample Policy: Child Abuse and Neglect
6142. 2 - Sample Policy: English as a Second Language, Bilingual Programs
6171.3 - Sample Policy: At-Risk, Title 1
6171.4 - Sample Policy: Special Education